DOCUMENT RESUME

ED 136 774 IR 004 561

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TITLE Coordinating Information for Texas Educators.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Mar 76
NOTE 29p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Data Bases; Elementary Secondary Education; Information Centers; *Information Dissemination; Information Processing; *Information Sources; Information Storage; *Instructional Materials Centers; *Program Coordination; *Teacher Workshops
IDENTIFIERS *Texas

ABSTRACT

"Coordinating Information for Texas Educators" (CITE) is a project of the Texas Education Agency designed to develop and coordinate a comprehensive communication program for elementary and secondary schools and to include an adequate resource base and linkage system. Project CITE was designed by Region XIX Education Service Center to develop a pilot communication system to train people at the campus level to seek and use such information. The plan required six major activities: (1) approval of and commitment to the project by local school districts, (2) appointment of an advisory committee, (3) establishment of pilot school campuses, (4) on-site visits to pilot schools to establish procedural relationships, (5) strategies for effective communication with building level and central office personnel, (6) feedback and evaluation system. Designing the system took place in a six-hour workshop, the outcome of which was a series of methods to facilitate teachers' use of the CITE system, strategies to inform teachers about CITE, and a materials package. Appendices to the report include the instruments used in the workshop, and the script for a campus level presentation. (WBC)

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# COORDINATING INFORMATION FOR TEXAS EDUCATORS

## A Guide for the Development of a Campus Level Information System

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Project CITE is funded by the National Institute of Education and is administered through the Division of Dissemination, Texas Education Agency

IR004521

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# INTRODUCTION

Gone are the days when you could find everything you needed or wanted to know about a subject in one book -- or even in one place! We are in the midst of an information explosion where manual search and review of all existing materials in an area of concern is an overwhelming or impossible task for the searcher. This wealth of information is surpassed only by the educator's need for it. Yet, due to the vast number of materials to be searched, much information is not readily accessible to those who need it.

Fortunately for educators, the Texas Education Agency and the regional education service centers have concerned themselves with retrieving, cataloging, and disseminating information in a system called CITE.

The CITE system collects general and/or special materials, such as journal articles, research reports, doctoral dissertations, masters' theses, project reports, governmental documents, conference reports, curriculum guides, bibliographies, professional books, and instructional materials. The system houses information in such areas as special education, bilingual education, mental health, outdoor recreation, health, physical education and other special interest areas. Program materials and other specific kinds of information are also collected. The data base is limited at present, but a five-year plan is in operation to expand CITE holdings.

Information seekers will receive help in locating information stored in their areas of interest, choosing the questions that can best provide needed materials and using the system(s) correctly. This guide has been developed to help individuals at the campus level best use the system to meet their information needs.

## TEXAS CITE AND ITS APPLICATION AT THE CAMPUS LEVEL

Attempts to develop a comprehensive communication system in education have traditionally focused on a top-to-bottom flow of information. Somewhere along the hierarchical path the information may be lost or become unclear.

Staff members at the campus level can become more involved in determining their information needs and developing strategies which will strengthen communication into and out of the resource base. This information can accelerate improvement of educational programs. The prospect was an effort to produce a prototype system to facilitate the exchange of information within the single campus unit.

## PURPOSE AND OUTCOME

Region XIX Education Service Center proposed to strengthen regionwide information dissemination by focusing upon improvement of communication through a planned, coordinated effort involving all levels of the school staff. The outcome provided for selected strategies for training people at the campus level to seek and use information.

Once the strategies were field tested and refined, a resource kit of information was developed. The kit contains guidelines and suggestions for use with local school districts. This kit of materials may be replicated for use in other service centers, school districts, or single campus units.

## ACTIVITIES

Extensive planning and close coordination with the participating schools was required to fulfill the committment of a campus level information system. The first months required planning and developing an initial system and pilot testing of the system. Field testing in the final stages would be followed by perfecting the final system. The plan required six major activities: (1) approval of and commitment to the project by local school districts, (2) appointment of an advisory committee, (3) establishment of pilot school campuses, (4) on-site visits to pilot schools to establish procedural relationships, (5) strategies for effectively communicating with all building level and central office personnel dealing with the CITE project, and (6) a feedback and evaluation system.

## Gaining Approval of and Commitment to the Project by Local School Districts

Awareness was the first step initiated in gaining commitment from the local school districts. First, letters were sent to the superintendent of each school district (see Appendix A). Second, workshops were scheduled with librarians, administrators, and teachers to present the CITE program, using the TEA transparency presentation. Discussion of the information system followed the presentation; we explained how the system operated, identified the Center contact person, and exhibited examples of information available from CITE. Third, individuals were encouraged to use the system and evaluate the value of the materials available to them.

The response to the concept was positive from all individuals contacted. Evaluation of the materials received was enthusiastic. The next step was to develop an advisory committee and work toward a campus level system to improve teacher awareness and facilitate efficient use.

## Appointment of an Advisory Committee

It was the thinking of the Center planning and evaluation committee that two groups of individuals should make up the advisory committee. One composed of individuals with specific expertise in the area of communications as well as individuals in administrative positions who could make commitments for the schools involved in the pilot effort.

The following individuals were invited to serve on the advisory committee:

| | |
|---|---|
| Mr. Patrick Martin | Texas Education Agency-CITE |
| Dr. Carrol Hall | New Mexico State University-ERIC/CRESS |
| Mr. Ross Snyder | Consultant, Public Information - El Paso ISD |
| Mr. Dick Glancy | Communications - Ysleta ISD |
| Ms. Helen Bell | University of Texas at El Paso |
| Dr. James T. Mancill | Region XIX Education Service Center |

The second group of individuals to serve on the Advisory Committee would be submitted by the participating schools. A letter of invitation (see appendix B) was extended and an orientation meeting set for February 9.

## Establishment of Pilot School Campuses

The orientation session was held at the Region XIX Education Service Center as scheduled. All of the invited persons were present except Mr. Patrick Martin and Ms. Helen Bell. Others present at this session included the following superintendents:

| | |
|---|---|
| Mr. Harry Segapeli | Canutillo ISD |
| Mr. Ed Beasley | Dell City ISD |
| Mr. Pat Downer | Socorro ISD |

The concept of the campus level information system was presented to them with the following goals and evaluation design:

Goals

1. Communication will be strengthened into and out of the resource base and will accelerate the sharing of educational information at the campus level.
2. Users will become aware of information relating to exemplary programs, program costs, operations, and training.
3. A training package for using the CITE information system with campus or district level personnel will be developed and perfected.

Evaluation Process

1. An evaluation instrument will be used to obtain systematic information from pilot schools and personnel.
2. A two-stage evaluation will include a pilot test and a field test during the system development period.
3. On-site visits and observation in pilot schools will give additional evaluation and feedback information.
4. Teachers in pilot schools will increase their participation in the CITE information base.

The piloting of the project limited the number of schools able to participate. The advisory committee selected three campuses to be used in the piloting effort (1) Austin High School (El Paso ISD), (2) Canutillo Junior High School, (Canutillo ISD), and (3) Eastpoint Elementary School (Ysleta ISD). These selected schools covered all grade levels and provided both small-school and large-school strategies to be developed in the campus level system.

The next job for the advisory committee was to confirm the pilot school with the school superintendents, establish rapport and gain consent of the building principal, and select key teachers from the teaching staff to work directly with the project.

On-Site Visits to Pilot Schools

Key teachers selected from the three pilot schools are listed below.

| Austin High School | Canutillo Jr. High | Eastpoint Elementary |
|---|---|---|
| Robert B. Mayer | Winifred Connolly | Gene Scott |
| Connie True | Karen Olson | Reta Booth |
| Don Payne | Melvin McCoy | Cynthia Rivas |
| Patricia Knapp | Ethel Kovacs,Prin. | Judy Jumper |
| Fleda Jordan | | Elaine Flaherty |
| Robert Taylor, Prin. | | Sharon Burton |
| Christina Woll, El Paso Library | | Kirk Irvin, Prin. |

The responsibility charged to these key teachers was to assist the Center in developing a training package that a building principal could use to develop a teacher's ability to obtain information from and put information into the CITE system. The package was to provide options for orientation and use at the campus level.

Upon commitment from the three school campuses an on-site visit was scheduled between the Center staff and the participants in the project. The on-site visit consisted of three phases. A) An orientation session was scheduled with the principal to inform him about the project and to receive his permission to have needs assessment forms distributed to his key teachers in the project (Appendix C-I & C-II). B) An orientation session was scheduled with key teachers to inform them about the project and answer any questions they might have concerning their commitment to the project. C) Needs assessment forms were distributed to key teachers to determine their perceived needs for information at the campus level.

Once the on-site visit was completed, the Center staff analyzed the information obtained from these sessions. The staff then developed a process which would effectively assist key teachers in designing alternative solutions to be used in developing an information system at the campus level.

Strategies Development

The Region XIX Education Service Center planning and evaluation committee for CITE determined that(a) designing an information system was a problem-solving process and that this simulation activity was the most feasible process for the task at hand; (b) the simulation process could best take place in a six-hour workshop activity; and (c) an instrument should be developed to structure the workshop participants to the task at hand without stifling their individual thoughts and creative attempts to develop an effective information system for their campus.

## SYSTEMS AND PROBLEM SOLVING

Designing a system is a problem-solving process. The system designer has a problem, which consists of designing a system which will satisfy his clients' needs. Needs are translated into specific goals and objectives, which are expressed in terms of measures of effectiveness. These measures serve as standards of achievement against which the results of each alternative course of action can be compared.

The search for and generation of alternatives is the first step in the problem-solving process. That step is followed by the identification of the outcomes from each alternative. Then, the outcomes are evaluated in terms of the measures of effectiveness postulated earlier.

The evaluation of outcomes preferably will be made in the context of a value model, which represents the relationships among the important variables of the system. The model will be used to provide a measure of resources (inputs), effectiveness and/or benefits (outputs) and time (schedule of flow from inputs and outputs). Finally, the value of outcomes will be compared and a choice of design will be made.

A second round in the system design process will take place after the results of the first round are implemented and evaluated. Results will be compared to the original level of aspiration and a new level will be set which will depend on the degree of success or failure achieved.

CITE WORKSHOP

March 27, 1976

| | | |
|---|---|---|
| 9:00 a.m. | INTRODUCTION | - Dr. James T. Mancill |
| 9:15-9:45 | ERIC BASE | - Dr. Carroll Hall, NMSU |
| 9:45-10:5 | CITE SEARCH<br>Placing Materials in CITE | - Mr. Don Hughes, ESC |
| 10:15-10:30 | COFFEE BREAK | |
| 10:30-12:00 | Problem Strategy I<br>Building Level System | - Dr. James T. Mancill |
| 12:00-1:15 | LUNCH | |
| 1:15-2:30 | PROBLEM STRATEGY II<br>Orientation of Staff to CITE | - Dr. James T. Mancill |
| 2:30-3:00 | REVIEW and RESPONSE | |

Activity Instruments

Two problems were presented to the participants at the workshop.
Problem #1.
Planning and organizing for an effective means to gather and disseminate educational information should be given priority in both time and effort of school personnel.

The participants were divided into three groups: high school, junior high school, and elementary. The normal procedure for group action was followed with a time limit of 90 minutes to explore alternatives and recommend the most feasible solution for their campus information system. A User's Guide (Appendix D-I) was utilized in this activity.

Problem #2.

Planning and organizing for an effective information system should include an orientation program for all staff members.

A User's Guide similar to that in Problem #1 was utilized (Appendix D-2) to explore alternatives and recommend the most feasible solution for orienting the entire school staff to the CITE project.

## PROJECT OUTCOME

The efforts of this project produced three types of information: 1) specific strategies for a campus level information system to facilitate teachers' use of the CITE system, 2) specific orientation strategies to inform teachers about Project CITE, and 3) a materials package that could be adapted by other regions to facilitate CITE information systems at the campus level.

### Strategies for Campus Level System Development

Specific details will not be delineated here because these should be developed through analysis of the campus utilizing the User's Guide (Appendix D-I). Specific alternatives which were identified in our pilot schools included:

1) a library approach
2) a departmental approach
3) a grade level approach
4) a key teacher approach
5) a committee approach
6) an inservice approach
7) a unit approach
8) curriculum development approach.

### Strategies for Teacher Orientation

Specific details will not be delineated here because these should be developed through analysis of campus orientation User's Guide (Appendix D-II). Specific alternatives which were identified in our pilot schools are as follows:

1) a teacher handbook;
2) a brochure placed in each teacher's mail box;
3) presentations during inservice meetings;
4) specific use during faculty meetings;
5) bulletin board displays in teacher workrooms or other strategic locations;
6) departmental meetings;
7) a self-paced media presentation in the library.

Materials Package

These materials were developed specifically relating to Region XIX Education Service Center. However, it is anticipated that with slight adaptations they may be replicated and used within any regional service center's information system development:

1) slide-tape presentation available from TEA (narration found in Appendix E).
2) Videotape available from TEA (narration found in Appendix E
3) Bulletin board display (sample at TEA)
4) Brochure (Appendix F)

# APPENDIX

APPENDIX A

REGION XIX EDUCATION SERVICE CENTER
6611 BOEING DRIVE P. O. BOX 10716 EL PASO, TEXAS 79997
PHONE (915) 779-3737

DR. JOHN E. UXER
EXECUTIVE DIRECTOR

July 20, 1976

Dear

The Texas Education Agency has received approval of a grant under the National Information Center to build the dissemination capacity within the State of Texas. This project is called CITE (Coordinating Information for Texas Educators). The major goal of the project is to develop and coordinate a comprehensive communication program including a more adequate resource base and a strengthened linkage system. This system will provide local school planners, through education service centers, with a systematic way to become knowledgeable about alternatives for solving problems. Educational decision-makers in both elementary and secondary schools will be informed, not only about the results of research and other studies, but also of a broader range of programs which have been tested in the instructional program.

This year there are ten regional service centers working with the CITE project in a pilot effort to develop and improve capacities for dissemination of educational information. These ten service centers include Region II, Lynn Morgan; Region IV, Joe Strehle; Region VI, Ann Fleming; Region X, Ann Bennett; Region XI, Barry Calhoun; Region XII, Susan Castro; Region XIII, David Gilmore; Region XVIII, Dr. Jim Lewis, Region XIX, Dr. James Mancill; Region XX, Mike Cantu.

The first session of the program is to develop an efficient system for operating the project through the ten service centers. The role of the contact person is to serve as a planner and coordinator. He/She will be assisted by a lower level person, perhaps a clerical person, who will be contact and user of the information base. Each center will be free to make this determination based on availability of staff time and job assignments. A dual role for such purposes is necessary. The planner will concentrate on providing efficient service to the client; the paper-and-pencil person will understand the mechanical operation of the system and perform those clerical duties required to retrieve information from the system. In Region XIX at this time Mrs. June Menser is performing this function. Consistent follow-up will be necessary to see that information is used and that the information provided matches the clients' need for information.

A second important development in the program deals with training needs. Various levels of training are envisioned: ESC staff, superintendents or administrators, teachers, supervisors, and coordinators are included in potential audiences. Training should be centered on making people aware of the project and its goals and potentials. Other types of training

include follow-up training; special training for the paper-pencil people; at a later date more extensive training of the ESC staff who will serve as linkers through the Region; and key people in the local education agencies. A need assessment would be necessary when trying to determine what information should be added into the information system. The following points are under study: 1) a state-level analysis of needs and categorization of those needs; 2) analysis of those needs and follow-up in areas where no information is available but is deemed necessary; 3) a quarterly report on requests for information should go to the contact people to keep them aware of topics under constant discussion; 4) development of a linking system by each service center; and 5) the development of an advisory committee to work with each ESC staff in the project.

Region XIX is anticipating submitting for approval a mini-contract to develop a system or process to train people at the campus or district level to seek and use information for the project. Additionally a request or proposal for work on devising a system for placing information about Texas programs and practices in the CITE Texas resource base will be issued in the next two weeks from the Texas Education Agency. This proposal will be funded up to the maximum of $6,000.

We look forward to serving your needs for professional information in connection with this project. Should you have additional questions concerning this project please contact me.

Sincerely,

APPENDIX B

REGION XIX EDUCATION SERVICE CENTER
6611 BOEING DRIVE P. O. BOX 10716 EL PASO, TEXAS 79997
PHONE (915) 779-3737

DR. JOHN E. UXER
EXECUTIVE DIRECTOR

Dear

Region XIX Education Service Center is presently cooperating with the Texas Education Agency to develop a pilot communication system for educators which will train people at the campus level to seek and use information. We need your help in this effort. You may recall a letter concerning our meeting on August 5, 1975, containing information about the Texas Information Service (TIS), and also about the project we are about to initiate called CITE (Coordinating Information for Texas Educators). Project CITE has been approved by the TEA and will work in cooperation with the Texas CITE program. It is designed to strengthen region-wide information dissemination into and out from the campus.

We would like to schedule a planning session with Superintendents or their designated representative, for February 9, at 2:00 p.m., at Region XIX. For this project to get off the ground it will take a coordinated effort by a number of people. The following personnel are suggested as an advisory committee and, as you will note, additional names will be added with your recommendations:

| | |
|---|---|
| Mr. Patrick Martin | TEA-CITE |
| Dr. Carrol Hall | New Mexico State University ERIC/Crest |
| Mr. Ross Snyder | El Paso ISD |
| Mr. Dick Glancy | Ysleta ISD |
| Ms. Helen Bell | University of Texas at El Paso |
| Dr. James T. Mancill | Region XIX Education Service Center |
| 1 high school and 1 elementary school staff representative selected to pilot the program | |
| 3 county school ISD representatives | |

We hope to see you or your representative on February 9, at 2:00 p.m. This project could prove to be one of the most rewarding ventures undertaken in the region.

Sincerely,

## DEVELOPING AN EFFECTIVE COMMUNICATIONS PROGRAM

There are several key questions listed below. Please answer these questions in relation to teacher needs in general as you visualize them. Your response will be used to develop a model for a campus level information system in relation to CITE.

1. What are the specific information needs of teachers?

_____

_____

_____

2. What are the most severe problems in obtaining information in a school and their causes?

_____

_____

_____

3. Are the information needs of teachers realistic and attainable?

_____

_____

_____

4. Are attitudes of school personnel consistent with the information needs of teachers?

_____

_____

_____

5. How can schools best be organized to enhance information exchange?

_____

_____

_____

6. In what formats do teachers need to receive information?

_____written, _____micro film, _____face-to-face, _____film,

_____ resource kit, _____cassette, other_____.

## Teacher Questionnaire

### Information Gathering and Disseminating

Planning and organizing for an effective means to gather and disseminate educational information should be given a top priority in both the time and effort of school professionals. This questionaire should help judge an existing program or initiate a new one.

| | Yes | No |
|---|---|---|
| . Do you often need resource information but do not have an established system for securing it? | ( ) | ( ) |
| . Does your school have a planned, coordinated two-way flow of information program? | ( ) | ( ) |
| . Do you experience an unsatisfactory time lag between requests for needed information and the appropriate action being taken? | ( ) | ( ) |
| . Do you find budgetary restrictions in the way of securing needed resource information? | ( ) | ( ) |
| . Would you like to become more knowledgeable in ways to seek and use information? | ( ) | ( ) |
| . Would you like to have an opportunity to place educational information that you possess into a resource base for others to use? | ( ) | ( ) |

# DEVELOPING AN EFFECTIVE INFORMATION SYSTEM AT THE CAMPUS LEVEL

Effective administration demands thoughtful planning and preparation of a myriad of elements. Planning for obtaining information is a necessary part of the administrative process. Specifically organizational philosophy, goals, policy, and procedures should be developed to achieve and to maintain effective information system.

## Key Questions to Ask

There are several key questions that it would be helpful to ask when planning an information system:

1. What are our specific information needs and goals?
2. What are our most severe information problems and their causes?
3. Are our goals and expectations realistic and attainable?
4. Are attitudes of key personnel consistent with the information needs, goals and policies?
5. How can the communications channels and organizational structure be revised to enhance information exchanges?
6. What information needs to go to whom, when, why, how, and by what means?
7. How prevalent is our need for up-to-date information.
8. How can the problems of specialized roles and differentiated status be overcome to facilitate information exchange?
9. Is there undue reliance on certain information sources? (books, for example)
10. How can we improve feedback and effectively evaluate the available information systems?

## CAMPUS LEVEL ORIENTATION TO CITE

1. Definition of the Problem: Planning and organizing for an effective information system should include an orientation program for all staff members.
   1) Critical factor(s):
      a. Minimum acceptable level of staff knowledge.
      b. Maximum allowable time for informing staff members.
      c. Need for a planned organized explanation of the system.
      d. Time to become closely aquainted with the availability of information.
      e. Easy access to the staff members.
2. Analysis of the Problem:
   1) Committed length of time and speed with which the staff may become familiar with the information system.
   2) Impact of the decision on other areas and functions.
   3) Qualitative considerations of the orientation materials.
   4) Uniqueness or periodicity of the decision.
   5) Budgetary consideration.
3. Alternative solutions (at least 3):
   1)
      a. Personnel involved
      b. Economy of effort
      c. Timing
      d. Limitation of resources
   2)
      a. Personnel involved
      b. Economy of effort
      c. Timing
      d. Limitation of resources
   3)
      a. Personnel involved
      b. Economy of effort
      c. Timing
      d. Limitation of resources

4) Implementation Solution Number 1:

   1) Those to be involved in developing alternative solutions and the solution's implementation.

   2) Ways in which the solution will help the implementers to achieve their objectives, to assist them in their work, to contribute to their performing better, more effectively, and with a greater sense of achievement.

   3) Implementing steps to be taken.

5) Implementation Solution Number 2:

   1) Those to be involved in developing alternative solutions and the solution's implementation.

   2) Ways in which the solution will help the implementers to achieve their objectives, to assist them in their work, to contribute to their performing better, more effectively and with a greater sense of achievement.

   3) Implementing steps to be taken.

6) Implementation Solution Number 3:

   1) Those to be involved in developing alternative solutions and the solution's implementation.

   2) Ways in which the solution will help the implementers to achieve their objectives, to assist them in their work, to contribute to their performing better, more effectively, and with a greater sense of achievement.

   3) Implementing steps to be taken.

## CAMPUS LEVEL ORIENTATION TO CITE

1. Definition of the Problem: Planning and organizing for an effective information system should include an orientation program for all staff members.
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   4) Uniqueness or periodicity of the decision.
   5) Budgetary consideration.
3. Alternative solutions (at least 3):
   1)
      a. Personnel involved
      b. Economy of effort
      c. Timing
      d. Limitation of resources
   2)
      a. Personnel involved
      b. Economy of effort
      c. Timing
      d. Limitation of resources
   3)
      a. Personnel involved
      b. Economy of effort
      c. Timing
      d. Limitation of resources

4) Implementation Solution Number 1:

   1) Those to be involved in developing alternative solutions and the solution's implementation.

   2) Ways in which the solution will help the implementers to achieve their objectives, to assist them in their work, to contribute to their performing better, more effectively, and with a greater sense of achievement.

   3) Implementing steps to be taken.

5) Implementation Solution Number 2:

   1) Those to be involved in developing alternative solutions and the solution's implementation.

   2) Ways in which the solution will help the implementers to achieve their objectives, to assist them in their work, to contribute to their performing better, more effectively and with a greater sense of achievement.

   3) Implementing steps to be taken.

6) Implementation Solution Number 3:

   1) Those to be involved in developing alternative solutions and the solution's implementation.

   2) Ways in which the solution will help the implementers to achieve their objectives, to assist them in their work, to contribute to their performing better, more effectively, and with a greater sense of achievement.

   3) Implementing steps to be taken.

## CAMPUS LEVEL CITE PRESENTATION

1. Project CITE--Coordinating Information for Texas Educators--is a way for teachers across the state to share information.

2. Suppose that you and your fellow teachers, when evaluating the total school program, uncover a need to improve the program?

3. Suppose you need to strengthen the bilingual or the career education program. Or perhaps you want more student involvement in setting school goals. Maybe you need a more effective personnel evaluation program.

3a. Whatever the area of need, you want more information. Where do you go to get it? Who can tell you, for example,

4. ---what other schools are doing to good results;

5. ---what cost factors should be considered in developing a new program;

6. ---whether federal funds are available;

7. ---how you might implement change;

8. ---whether evaluation instruments are available--

9. ---what media other school districts might provide?

10. Over the past decade, teachers have asked the question over and over: How can I learn what other schools are doing to solve this problem? But few schools have established a system for gathering and sharing--for coordinating--information needed by teachers.

11. Texas is developing the answering machine; you only have to furnish the question.

    How do I . . .

12. Set up a learning Center?

13. Build an effective inservice program?

14. Motivate an under-achiever?

15. Identify gifted and talented students?

16. Observe effective Texas programs?

17. Make maximum use of aides?

18. Texas has a new federally supported project to assist in closing the information gap. This project is called Coordinating Information for Texas Educators--CITE.

19. Over a five-year period Texas will develop a comprehensive base of information and share this information across the entire state.

20. This exciting challenge should motivate and stir every teacher to take pride in the profession and participate in CITE development. You can help.

21. There are two major activities involved in CITE: (1) sharing information about effective programs already operating in the schools, and

22. (2) collecting information about successful programs created by teachers and local school systems in Texas.

23. How does CITE work for you? First, contact your school librarian. She will be able to help you understand CITE and give you directions for using the system.

24. Your librarian will have request forms to send your question to CITE.

25. With the assistance of your librarian contact the CITE office at

26. Region XIX Education Service Center, 779-3737, and ask for Mrs. June Menser.

27. Mrs. Menser will assist you in filling out a short form before it goes to Austin.

Four major items must be given on the form:
(1) Your name and school;
(2) The grade level, subject area, and planned use of the matterials; and

28. (3) The specific question you wish to be answered;
(4) The fourth part will be filled out by Mrs. Menser at Region XIX ESC.

29. Mail or bring the form to the Center, and you're on your way to finding

30. ..alternative strategies to solve your problem.

31. The next step . . . Mrs. Menser will forward the information to Austin. If it is urgent, she will telephone and then follow by mail.

32. Within a perod of 10 days you will receive extensive information and directions to other resource bases.

What can you expect to receive?
33. . Access to CITE resources free of charge.
34. . A computer search on:
35. (a) a data base of Education Resources Information Center ERIC . . . 50 citations
36. (b) including the journals of educational research

37. . Ten documents in microfiche with each search at no cost.

38. . Five journal articles photocopied with each search (where available)

39. Paper copy of microfiche documents @ 10¢ per page. (If desired)

40. Additional microfiche, or those ordered not in connection with a contract search @ 20¢ per sheet of film

41. Any CITE loan materials for the cost of return mail, for a period of two weeks.

42. A computer search of a data base in addition to ERIC

43. Clients may receive all follow-up necessary to fulfill a request to the requestor's satisfaction.

44. CITE needs your assistance to build a data base of successful Texas programs.

No doubt you and your school have developed and implemented new programs to meet special needs of your students.

You may know a good way to improve

45. . an open learning environment

46. . special education students into the regular classroom

46a. Whatever strategies you and your school have developed could be a valuable resource to other teachers and school systems.

47. Why should everyone reinvent the wheel when your sharing can provide solutions for others' problems?

48. You have the questions
CITE can answer . . .

49. You have answers . . .
Share them; others will benefit.

50. --your local school, the regional service center and the Texas
& 51. Education Agency are cooperating to bring this valuable information system to Texas
Try it, you'll like it! CITE.

# PROJECT CITE

APPENDIX F

# QUESTIONS AND ANSWERS

**for Texas teachers and administrators.**

**How do I...**

- **set up a learning center?**
- **build an effective inservice program?**
- **motivate an under-achiever?**
- **identify gifted and talented students?**
- **observe effective Texas programs?**
- **make maximum use of aides?**

**Get quick, usable, up-to-date answers to these and other questions from**

## PROJECT CITE

**Coordinating Information for Texas Educators**

Project CITE utilizes information produced through many state and national sources, such as research results, descriptions of proven programs and practices, and materials prepared especially for the CITE resource base.

**For an answer to your questions, call the CITE Project contact person at Region XIX Education Service Center. Mrs. June Menser 779-3737 ext. 235.**

Project CITE is funded by the National Institute of Education and is administered through the Division of Dissemination, Texas Education Agency.

# What is CITE ?

COLLECTING INFORMATION

**COLLECTS** general and/or special materials such as journal articles, research reports, doctoral dissertations, masters' theses, scholarly books out of print, project reports, governmental documents, conference reports, curriculum guides, bibliographies, professional books, and both professional and child use instructional materials.

PACKAGING INFORMATION

**PROVIDES** for materials and extends services by (1) interpreting and evaluating materials collected, (2) making manual or machine search of the system upon request and (3) reproducing specific resources.

DISTRIBUTING INFORMATION

**DISTRIBUTES** information through (1) ERIC, (2) access to information bases by demand searches after indexes and abstract journals have been consulted, and (3) copies of documents in the collection in either microform or hard copy.

STAYING ABREAST

**MAKES** it possible to stay abreast of the latest in practice, theory, and research so that each can provide the best possible educational program.

# HOW DO YOU USE CITE?

*It's as simple as ---*

1. Contact Region XIX E. S. C. to identify problem and express the information need you have.

2. Make your request according to the system's instructions. Obtain it from Mrs. June Menser.

3. In 10 days, receive your information.





APPENDIX F-1